



## Edith L Frierson Elementary

6133 Maybank Highway  
Wadmalaw Island, SC

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	123 Students	
<b>Principal</b>	Blondell B. Adams	843-559-4500
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Good</b>
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

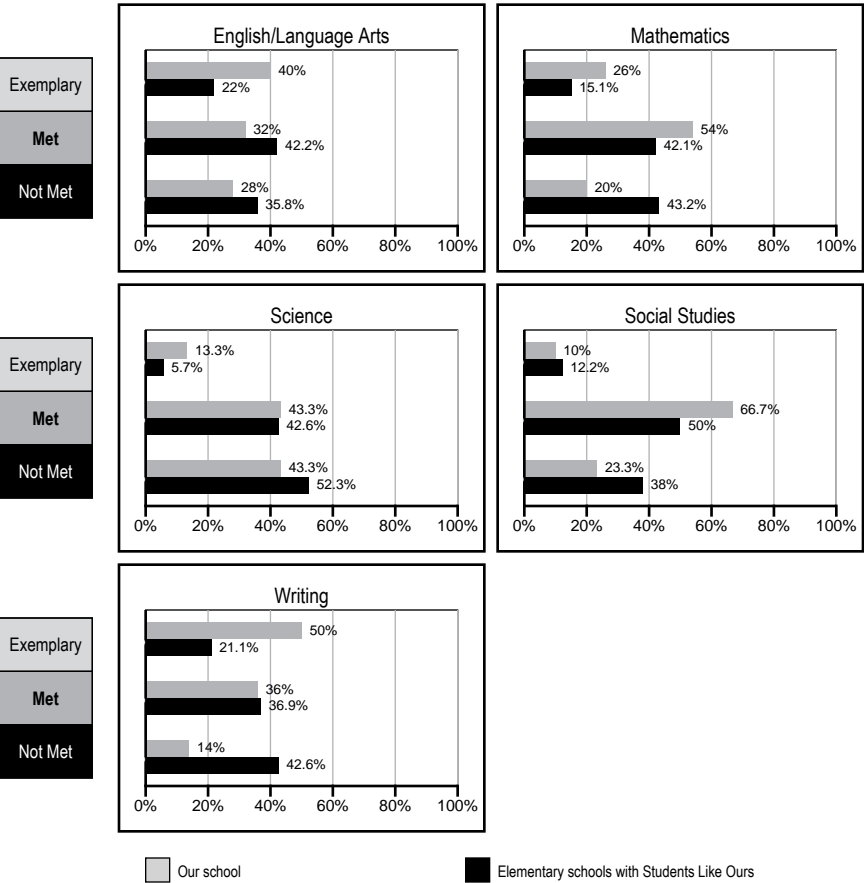
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	67	63	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=123)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.0%	2.4%	1.9%
Attendance rate	96.7%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	5.8%	Up from 2.9%	3.3%	10.0%
With disabilities other than speech	8.4%	Down from 12.6%	7.5%	7.7%
Older than usual for grade	0.0%	No Change	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	72.7%	Up from 58.3%	57.1%	59.4%
Continuing contract teachers	100.0%	No Change	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 83.5%	82.0%	85.9%
Teacher attendance rate	96.7%	Up from 96.1%	95.2%	95.1%
Average teacher salary*	\$52,540	Up 4.4%	\$45,854	\$47,149
Professional development days/teacher	4.5 days	Down from 10.5 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 16.3 to 1	16.7 to 1	18.8 to 1
Prime instructional time	93.0%	Up from 91.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,159	Up 3.0%	\$8,667	\$7,458
Percent of expenditures for instruction**	58.4%	Down from 64.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	54.2%	Up from 50.5%	62.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We continue to embrace the concept, "It takes a village to raise a child." Our parents, mentors, volunteers and community members are assisting us in every way to make this happen. In preparing to serve our children, much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added best practices to our reading and math programs. We raised the bar for our children in all academic areas of instruction. We included all children by implementing a hands-on approach to science. Our teachers are constantly involved in training to promote acceleration for all.

To prepare for our children's educational success, teachers and staff plan together. They can often be found discussing alternative strategies to help students succeed. They know the importance of parental input and, therefore, continue to seek parental involvement. We are grateful to out parents for supporting us by coming in for conferences, working with their children, and supporting school activities.

Our volunteers and mentors assist us in helping our children understand the value of giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring support.

Each community can boast of something that is uniquely theirs, and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character, as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of the world.

Blondell B. Adams, Principal  
Deborah Johnson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	10	7
Percent satisfied with learning environment	100.0%	100.0%	I/S
Percent satisfied with social and physical environment	100.0%	100.0%	I/S
Percent satisfied with school-home relations	80.0%	100.0%	I/S

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	52	100	28	32	40	90	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	25	100	36	28	36	88	81.8	79.3	N/A	N/A
Female	27	100	20	36	44	92	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	49	100	27.7	34	38.3	89.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	47	100	28.9	33.3	37.8	91.1	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	52	100	20	54	26	90	81	78.9	Yes	Yes
<b>Gender</b>										
Male	25	100	24	48	28	92	79.3	77	N/A	N/A
Female	27	100	16	60	24	88	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	49	100	19.1	57.4	23.4	89.4	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	47	100	20	57.8	22.2	88.9	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	31	100	43.3	43.3	13.3	56.7	68.9	67.5
<b>Gender</b>								
Male	18	100	44.4	44.4	11.1	55.6	68.2	67
Female	13	100	41.7	41.7	16.7	58.3	69.6	68
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	28	100	44.4	44.4	11.1	55.6	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	29	100	42.9	42.9	14.3	57.1	50.2	55.1

<b>Social Studies</b>								
All Students	31	100	23.3	66.7	10	76.7	76.8	72.3
<b>Gender</b>								
Male	14	100	7.1	78.6	14.3	92.9	75.3	71.5
Female	17	100	37.5	56.3	6.3	62.5	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	29	100	25	67.9	7.1	75	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	27	100	23.1	73.1	3.8	76.9	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	52	100	14	36	50	86	74.1	70.2	96.7	96
Gender										
Male	25	100	24	36	40	76	67.8	63.2	96.7	95.9
Female	27	100	4	36	60	96	80.6	77.5	96.6	96.1
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	90.4	79.1	95.7	95.9
African American	49	100	12.8	38.3	48.9	87.2	59.2	57.6	96.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	97.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.6	26.1	96.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	97.8	96.5
Socio-Economic Status										
Subsidized meals	47	100	13.3	37.8	48.9	86.7	59.1	58.9	96.5	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	27.8	27.8	44.4	72.2
	4	10	I/S	I/S	I/S	I/S	I/S
	5	12	100	25	41.7	33.3	75
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	20	100	27.8	50	22.2	72.2
	4	10	I/S	I/S	I/S	I/S	I/S
	5	12	100	16.7	50	33.3	83.3
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	20	100	16.7	44.4	38.9	83.3
	4	10	I/S	I/S	I/S	I/S	I/S
	5	12	100	16.7	33.3	50	83.3
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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